

# PLAY

**P**urposeful, hands-on

**L**earning

**A**dapted for all

**Y**oung Children

Children need to **PLAY** to  
BE ADAPTABLE  
CONSTRUCT KNOWLEDGE  
PROBLEM LEARN CREATE  
SOLVE PROCESS EMOTIONS  
INTERNALISE EXPERIENCES  
**DISCOVER** CHALLENGE  
BE HEALTHY THEMSELVES  
**LAUGH & HAVE FUN**  
LEARN TO WORK IMAGINE  
TOGETHER LEARN TO LEAD  
EXPRESS EXPLORE SPEAK  
**IDEAS** DEVELOP READ  
MANAGE AN INQUIRING WRITE  
STRESS **MIND** COUNT  
Because **PLAY** matters.

<http://www.naeyc.org/dap/10-effective-dap-teaching-strategies>

## 10 Effective DAP Teaching Strategies for Early Childhood Education



1. **Acknowledge** what children do or say. Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. (*"Thanks for your help, Kavi." "You found another way to show 5."*)
2. **Encourage** persistence and effort rather than just praising and evaluating what the child has done. (*"You're thinking of lots of words to describe the dog in the story. Let's keep going!"*)
3. **Give specific feedback** rather than general comments. (*"The beanbag didn't get all the way to the hoop, James, so you might try throwing it harder."*)
4. **Model** attitudes, ways of approaching problems, and behavior toward others, showing children rather than just telling them (*"Hmm, that didn't work and I need to think about why." "I'm sorry, Ben, I missed part of what you said. Please tell me again."*)
5. **Demonstrate** the correct way to do something. This usually involves a procedure that needs to be done in a certain way (such as using a wire whisk or writing the letter *P*).
6. **Create or add challenge** so that a task goes a bit beyond what the children can already do. For example, you lay out a collection of chips, count them together and then ask a small group of children to tell you how many are left after they see you removing some of the chips. The children count the remaining chips to help come up with the answer. To add a challenge, you could hide the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To **reduce challenge**, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips.
7. **Ask questions** that provoke children's thinking. (*"If you couldn't talk to your partner, how else could you let him know what to do?"*)
8. **Give assistance** (such as a cue or hint) to help children work on the edge of their current competence (*"Can you think of a word that rhymes with your name, Matt? How about bat . . . Matt/bat? What else rhymes with Matt and bat?"*)
9. **Provide information**, directly giving children facts, verbal labels, and other information. (*"This one that looks like a big mouse with a short tail is called a vole."*)
10. **Give directions** for children's action or behavior. (*"Touch each block only once as you count them." "You want to move that icon over here? Okay, click on it and hold down, then drag it to wherever you want."*)

